



# LOUISVILLE, CO COVID-19 EXPERIENCE KIT

**Why?** The future of historical study relies on records kept and shared today. Help us document community experiences with and responses to COVID-19 in order to provide context for future interpretations of this historic time.

**How?** Take the [online survey](#) or follow the prompts and be as honest and thorough as possible. For historic context and comparisons, you are invited to read about other illnesses that have affected Louisville in the past.





# INFLUENZA IN LOUISVILLE

The Influenza Pandemic of 1918-1919 took its toll around the world. It affected Louisville, CO specifically through the work environments and work conditions of miners. The flu virus, it is believed, had more opportunities to spread among coal miners working in close quarters, leading to concern about the impact on coal output.

The Denver Rocky Mountain News reported on October 17, 1918 about the situation at the Marshall Mine, where some Louisville men worked, not far from Louisville. The news article stated, "Twenty-five shovel-men in the Marshall mine went home today, stricken with influenza. The total working force at the mine is seventy-five men. Other mines in the district also are affected and fear is expressed that the coal output of the mines will be seriously affected."

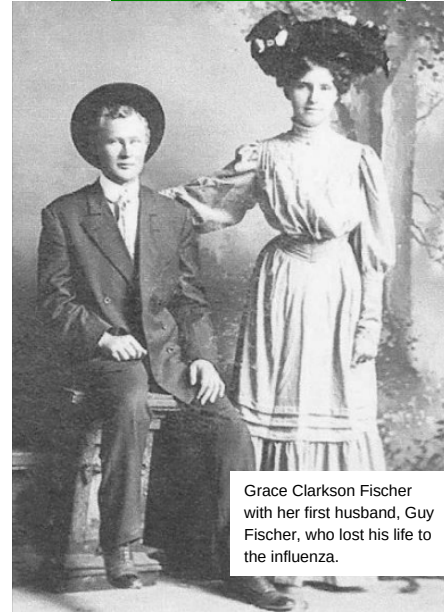
People relied on the help of doctors, but doctors were scarce and were not immune themselves. Dr. Horace Burns was a doctor in Louisville (the Burnses lived on Main Street) for many years starting in the 1890s. He moved to Denver, continued to work as a doctor, and died of the flu in October 1918. He contracted the virus from his patients, according to Denver newspapers coverage at the time.

## LOCAL REACTIONS

- Authorities appealed to "every woman who knows how to give medicine to report for duty."
- Citizens voiced their concerns, sorrows, and fears about the virus
- Newspapers reported on the spread and the fear about the reduction of coal availability

## FURTHER READING

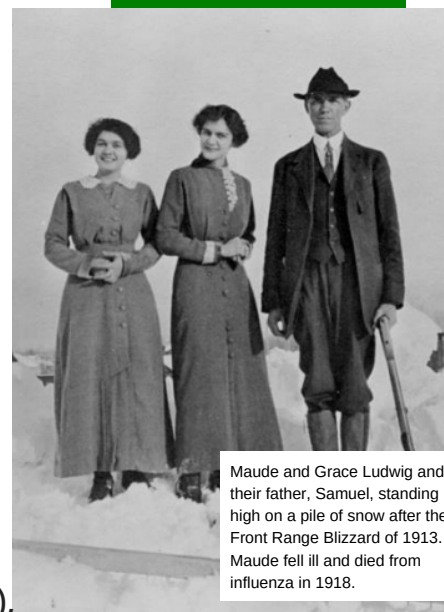
"How the 1918-1919 Influenza Pandemic Changed Louisville Families Forever," *Louisville Historian* (2018).



Grace Clarkson Fischer with her first husband, Guy Fischer, who lost his life to the influenza.



Laura Epley (right) in about 1915 with her grandmother. Laura passed away from the influenza in 1918.



Maude and Grace Ludwig and their father, Samuel, standing high on a pile of snow after the Front Range Blizzard of 1913. Maude fell ill and died from influenza in 1918.



# POLIO EPIDEMIC IN LOUISVILLE

The 1918 Influenza Pandemic wasn't the only time Louisville faced a major disease epidemic. In 1946 and 1947, a polio outbreak swept Colorado – including Denver and the Boulder area. At the time, polio was often referred to as "infantile paralysis" and for good reason. Children were especially vulnerable to polio. Much like COVID-19 today, the risks associated with polio were not the same for everyone: the danger one faced depended on your age. Worse still, severe cases of polio could lead to lifelong paralysis – think of President Franklin Delano Roosevelt – or even death.

## LOCAL REACTIONS

As polio cases rose in 1946, city officials in Louisville employed many of the same strategies we see today:

- Local papers reminded readers to wash their hands thoroughly and to practice good hygiene
- Anyone displaying symptoms was either encouraged to stay in quarantine or rushed to the hospital
- Public gatherings were limited - Louisville canceled its Labor Day parade that year
- Regional theaters stopped showing children's movies
- The City of Louisville cut back its youth programs
- Colorado delayed school openings statewide in August of 1946

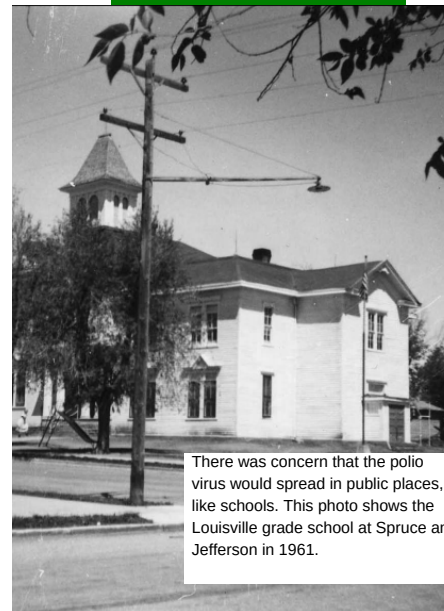
These reactions were warranted: several Louisville families were still reeling from an outbreak the year before that left six local children stricken with the disease. The precautions also seemed to work, in 1946 not a single Louisville child contracted polio while cases grew in the surrounding towns.

## FURTHER READING

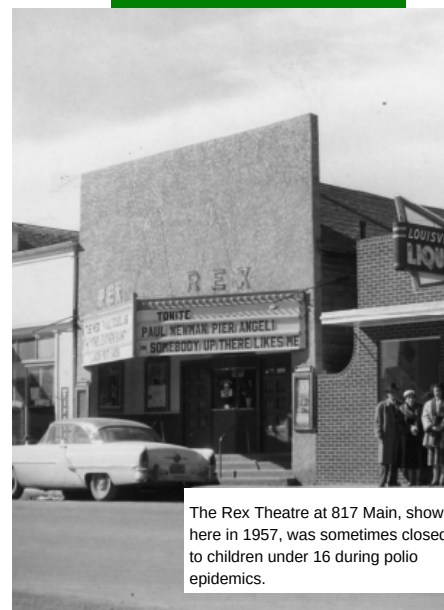
"Polio Epidemics Cast a Cloud on Summer Fun," *Louisville Historian* (2012).



Louisville Junior High students in the 1940s. Young people such as these were especially susceptible to the polio virus.



There was concern that the polio virus would spread in public places, like schools. This photo shows the Louisville grade school at Spruce and Jefferson in 1961.



The Rex Theatre at 817 Main, shown here in 1957, was sometimes closed to children under 16 during polio epidemics.





# YOUR GOALS



## OBSERVE

- Take in all that you are experiencing and seeing others experience in your family and community.



## RECORD

- Take the online survey or follow the prompts on the next page. Write down your thoughts, feelings, observations, and experiences



## RETURN

- Attach your answers using the "upload file" option on the online survey page or scan the QR code so that the Museum can collect your responses



# PROMPTS OVERVIEW

## What a world we find ourselves in!

The changes we've seen due to the spread of COVID-19 can be truly mind-boggling. We are, without a doubt, living through an historically significant moment for Louisville, the state, the nation, and the world. Here at the Museum, we know people are still adapting to a rapidly changing world. We also know that many of us are looking for comfort in a variety of sources - including history. Quarantines due to disease outbreaks are completely new for most of us. But, in fact, people in Louisville (and beyond) have navigated similar events in the past. Please scan and upload your experience kit using the "Upload File" option in the online form:

<https://www.louisvilleco.gov/government/departments/museum-home/louisville-covid-19-experience>

1. What is your name?
2. What is your email address?
3. Where do you live? (Louisville, Boulder County, Other in CO, or Out-of-State?)
4. What is your age? (optional)
5. How are you feeling today?
6. What have you observed about Louisville?
7. How have you felt about the impact of COVID-19 on your life?
8. What precautions have you taken or wish you had taken?
9. What reactions have you observed in others (family members, neighbors, leaders, others)?
10. Does this remind you of anything else you've experienced in your life? (What and how so?) If not, feel free to compare or contrast your experiences with those you read about from 1918-1919 Influenza Epidemic and/or 1946-1947 Polio Epidemic.
11. How has this impacted your routine?
  - a. How are you eating differently, if at all?
  - b. How are you working differently, if at all?
  - c. How are you being active/exercising differently, if at all?
  - d. How are you experiencing social distancing?
12. What actions have you taken to help the situation?
13. What is your understanding of the virus?
14. If you had to explain what it's like to live through the COVID-19 Pandemic to someone in the future, what would you want them to know?

# OTHER WAYS TO RECORD YOUR EXPERIENCES

- **GET THE KIDS INVOLVED**

- Let them be a "Historian For A Day" and practice their observation, critical thinking, and writing skills (see next page)

- **MAKE YOUR OWN JOURNAL**

- Create a personalized place to keep your thoughts, feelings, observation, doodles, and more organized!
  - Try this one: [www.youtube.com/watch?v=GqgQx9DMrZc](http://www.youtube.com/watch?v=GqgQx9DMrZc)

- **GRAPH YOUR MOOD**

- Spend a minute each day writing about what you did and how you felt that day. Assign a number ranking of how you felt that day from 1-10, with 10 being the best. If you keep this up pretty consistently for a few months, you will have enough data points for a graph.
  - Examples here: <https://expinstitute.com/document-your-experiences/>

- **GET CREATIVE**

- Paint, sketch, doodle, or photograph how you are feeling and what you are seeing. Keep dates on these creations to show your experiences over time

- **LET IT OUT**

- Record your experiences, with audio or video. This is a great way to keep important moments because it often captures vocal inflections and facial expressions that add emotional context to a situation

# HISTORIAN FOR A DAY

ADAPTED WORKSHEET FOR STUDENTS AND FAMILIES

## GET INTO CHARACTER

Historians research, study, analyze, interpret, and document facts of past human history. They follow a method of investigation that relies heavily on facts and historical records. They look for evidence and reliable sources to explain how and why things happened. Can you do as historians do? What do you think a historian wears? How do you think a historian talks?

## START WITH SOME RESEARCH

Now that we're all historians here, talk with your family about how this situation is different from the normal routine. Take the [online survey](#) or answer the Experience Kit prompts (together or by yourself) and then come up with three main ways that COVID-19 has changed your day-to-day lives:

- 1.
- 2.
- 3.

## FIND THE EVIDENCE

Historians rely on evidence. Find sources that support your three observations from the last question. These can be physical objects, photos, newspaper articles, schedule changes, and other items. List your sources below:

- 1.
- 2.
- 3.

## ANALYZE YOUR FINDINGS

What could your observations and evidence tell someone in the future about the virus and how it changed your life?

- 1.
- 2.
- 3.